

Vance-Providence Elementary

633 Camden Road
Vance, South Carolina 29163

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	James R. Myers	803-492-7766
Superintendent	David Longshore, Jr.	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	17	71	38

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

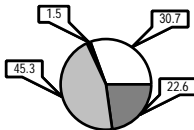
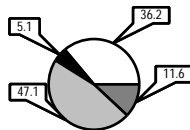
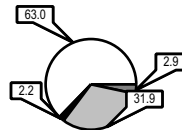
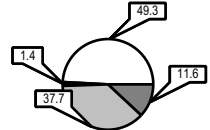
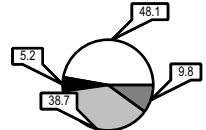
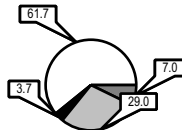
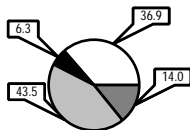
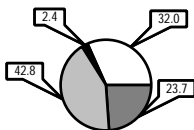
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	146	94.5	29.0	46.6	22.9	1.5	30.5	Yes	Yes
Gender									
Male	80	95.0	38.4	43.8	16.4	1.4	23.3	N/A	N/A
Female	66	93.9	17.2	50.0	31.0	1.7	39.7	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	144	94.4	29.2	46.2	23.1	1.5	30.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	118	98.3	26.4	49.1	22.7	1.8	31.8	N/A	N/A
Disabled	28	78.6	42.9	33.3	23.8	0.0	23.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	146	94.5	29.0	46.6	22.9	1.5	30.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	146	94.5	29.0	46.6	22.9	1.5	30.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	124	95.2	30.1	45.1	23.9	0.9	31.0	Yes	Yes
Full-pay meals	22	90.9	22.2	55.6	16.7	5.6	27.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	146	94.5	33.6	48.9	12.2	5.3	32.8	Yes	Yes
Gender									
Male	80	95.0	35.6	46.6	13.7	4.1	27.4	N/A	N/A
Female	66	93.9	31.0	51.7	10.3	6.9	39.7	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	144	94.4	33.8	48.5	12.3	5.4	32.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	118	98.3	28.2	52.7	12.7	6.4	35.5	N/A	N/A
Disabled	28	78.6	61.9	28.6	9.5	0.0	19.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	146	94.5	33.6	48.9	12.2	5.3	32.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	146	94.5	33.6	48.9	12.2	5.3	32.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	124	95.2	31.9	50.4	13.3	4.4	34.5	Yes	Yes
Full-pay meals	22	90.9	44.4	38.9	5.6	11.1	22.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	146	98.6	62.8	32.1	2.9	2.2	5.1
Gender							
Male	80	100.0	62.3	33.8	1.3	2.6	3.9
Female	66	97.0	63.3	30.0	5.0	1.7	6.7
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	144	98.6	62.5	32.4	2.9	2.2	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	118	98.3	63.6	30.0	3.6	2.7	6.4
Disabled	28	100.0	59.3	40.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	146	98.6	62.8	32.1	2.9	2.2	5.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	146	98.6	62.8	32.1	2.9	2.2	5.1
Socio-Economic Status							
Subsidized meals	124	99.2	62.7	32.2	3.4	1.7	5.1
Full-pay meals	22	95.5	63.2	31.6	0.0	5.3	5.3

Social Studies							
All Students	146	98.6	48.9	38.0	11.7	1.5	13.1
Gender							
Male	80	100.0	54.5	36.4	6.5	2.6	9.1
Female	66	97.0	41.7	40.0	18.3	0.0	18.3
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	144	98.6	49.3	37.5	11.8	1.5	13.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	118	98.3	46.4	40.9	10.9	1.8	12.7
Disabled	28	100.0	59.3	25.9	14.8	0.0	14.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	146	98.6	48.9	38.0	11.7	1.5	13.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	146	98.6	48.9	38.0	11.7	1.5	13.1
Socio-Economic Status							
Subsidized meals	124	99.2	47.5	38.1	13.6	0.8	14.4
Full-pay meals	22	95.5	57.9	36.8	0.0	5.3	5.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	49	98.0	17.8	44.4	35.6	2.2	37.8
	4	56	100.0	28.8	57.7	11.5	1.9	13.5
	5	49	100.0	29.8	44.7	23.4	2.1	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	92.5	20.6	35.3	41.2	2.9	44.1
	4	51	98.0	35.4	45.8	18.8	0.0	18.8
	5	55	92.7	28.6	55.1	14.3	2.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	49	98.0	40.0	51.1	8.9	0.0	8.9
	4	56	100.0	42.3	48.1	9.6	0.0	9.6
	5	49	100.0	42.6	42.6	10.6	4.3	14.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	92.5	20.6	55.9	20.6	2.9	23.5
	4	51	98.0	47.9	33.3	12.5	6.3	18.8
	5	55	92.7	28.6	59.2	6.1	6.1	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	49	98.0	57.8	33.3	8.9	0.0	8.9
	4	56	100.0	48.1	42.3	7.7	1.9	9.6
	5	49	100.0	57.4	25.5	6.4	10.6	17.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	97.5	55.6	41.7	0.0	2.8	2.8
	4	51	100.0	71.4	20.4	4.1	4.1	8.2
	5	55	98.2	59.6	36.5	3.8	0.0	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	49	98.0	33.3	57.8	6.7	2.2	8.9
	4	56	100.0	40.4	44.2	15.4	0.0	15.4
	5	49	100.0	55.3	31.9	10.6	2.1	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	97.5	41.7	41.7	13.9	2.8	16.7
	4	51	100.0	42.9	44.9	10.2	2.0	12.2
	5	55	98.2	59.6	28.8	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 363)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.3%	No change	4.0%	2.8%
Attendance rate	94.2%	Down from 94.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 3.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 3.3%	0.0%	0.0%
Eligible for gifted and talented	1.9%	Down from 4.5%	3.6%	10.4%
On academic plans	0.0%	N/AV	49.0%	33.6%
On academic probation	0.0%	N/AV	2.2%	1.0%
With disabilities other than speech	4.6%	Up from 3.9%	7.2%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	72.0%	Up from 65.2%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 6.3%	2.8%	0.0%
Teachers returning from previous year	88.0%	Down from 89.5%	83.1%	87.3%
Teacher attendance rate	95.1%	Down from 96.7%	94.6%	94.9%
Average teacher salary	\$43,960	Up 5.6%	\$41,394	\$42,485
Prof. development days/teacher	14.0 days	Down from 18.5 days	14.7 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.7	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.0 to 1	16.3 to 1	18.6 to 1
Prime instructional time	88.3%	Down from 89.7%	88.3%	89.7%
Dollars spent per pupil*	\$6,687	Up 3.4%	\$7,897	\$6,557
Percent of expenditures for teacher salaries*	55.3%	Down from 59.0%	59.9%	64.0%
Percent of expenditures for instruction*	60.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	17.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Vance-Providence Elementary School is located in a rural setting in Orangeburg County with 96 percent of the students on free or reduced-priced lunch. At Vance-Providence Elementary, we set high standards and have high expectations for success. Our PACT scores showed improvement for students scoring below basic between the spring of 2004 and the spring of 2005. Vance-Providence Elementary received a SCANA Homework Center grant that provided tutoring for students in grades two and three. Vance-Providence Elementary met the requirements for adequate yearly progress for Title I. Vance-Providence Elementary was also selected to have a technology/science coach for the 2006-2007 academic year.

We offered various programs to promote community involvement. Our lunch buddies program brought in community groups and agencies that provided support and guidance for our students. Our career day gave students the opportunity to observe and ask questions of representatives from various walks of life and to gain a perspective of the types of work they might wish to pursue. During our Meet the Teacher/Welcome Back Night, students and parents were provided the opportunity to meet with representatives from various community agencies and make inquiries about services available to them.

Vance-Providence Elementary School students were honored for their achievements. The University of South Carolina recognized several students for distinguished achievement and outstanding ability at the Region II Science and Engineering Fair. The fifth grade project was named the best overall in the fifth grade division. The Feeling Good Mileage Club recognized students and faculty members for good health and conditioning practices. In addition, for two consecutive years Vance-Providence Elementary was the overall champion for total points earned in the district Accelerated Reader Program. A fourth and a fifth grade student were the top AR readers for the district in their respective grades. Governor Sanford awarded a Vance-Providence student with the Good Citizen award. Vance-Providence Elementary Student Council members and their sponsors traveled to New York City to enhance their educational and cultural experiences.

In order to meet the diverse needs of all their students, teachers work diligently to improve their professional skills. Several staff members were selected to serve on the PACT question review team. Three staff members were certified as ADEPT evaluators. A faculty member was elected to serve on the South Carolina Disabilities Board of Directors. To ensure the quality of the instructional program, teachers are monitored on a daily basis by the school administration and periodically by members of the District's Teacher Support Team.

Vance-Providence Elementary School is proud of the supportive business community, committed clergy, and parents who stress the importance of a quality education program.

At Vance-Providence Elementary we accept no excuses. We expect nothing less than the best.

Sandra White, SIC Chairperson
James R. Myers, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	51	52
Percent satisfied with learning environment	70.4%	89.4%	78.8%
Percent satisfied with social and physical environment	74.1%	91.7%	76.0%
Percent satisfied with school-home relations	63.0%	93.9%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.